

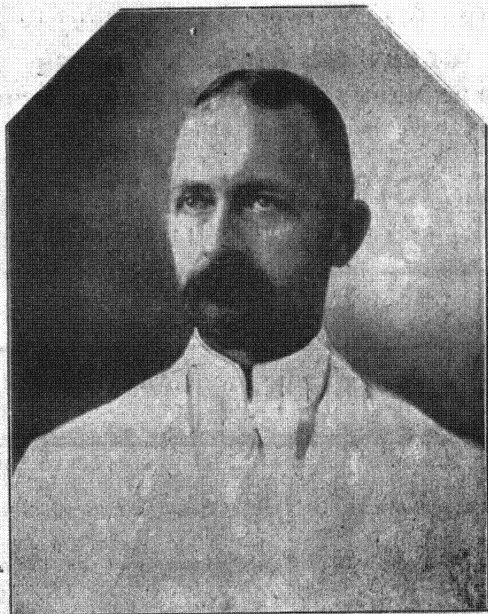
in J. J. Johnson

The Filipino Teacher

Vol. III

AUGUST, 1909.

No. 3.



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EDITOR'S PAGE

PROMOTION AND ELIMINATION In the difficult struggle for existence in which we are engaged, in the professional world in which we militate, these two doctrines,—promotion and elimination—whether we know it or not are constantly being applied to us. Men in all callings of life have at one time or another felt the inner satisfaction of having been promoted; others the mortification of having been eliminated. We offer our congratulations to the former and bestow words of encouragement to the latter, but little do we realize that in so doing we are again proclaiming the justice of that world-wide policy of *survival of the fittest*. It is the fulfillment of this policy that results in our being promoted or eliminated.

Who should be promoted and who should be eliminated from any service? Should this question be asked, as it has been asked the world over, the answer will invariably be one and the same,—conscientious, deserving persons should be promoted and cold, irresponsible persons eliminated. This being the case, does it not follow that in *us* depends our promotion or elimination? We can be aspirants to either promotion or elimination according as we conduct ourselves in the performance of the service entrusted to us. But why need some of us be aspirants to elimination, knowing that men are created equal

and that man's destiny in this world is to be progressive and not retrogressive?

The good of the service demands that the unfit be eliminated and the deserving kept or promoted. It is but fitting and proper that this should be done, but we need not feel as if Damocles' sword is constantly hanging over our heads, if we but acquire *mastery over ourselves*. The difference between the successful and the unsuccessful person is in the way the latter fulfills his duty, whatever that may be. It is the fulfillment of our duty that decides whether we stand for promotion or elimination. That our friend has done his duty and done it well is of itself an eloquent argument that we too can do ours and do it well, provided we master ourselves as our friend mastered himself.

If I should attempt to set down a principle for the fulfillment of duty I should say: Know thy duty thoroughly and master thyself accordingly. To do one's duty and do it as it should be done, involves no little worry and difficulty, but as a wise man once said, "the secret of success is not only to do what one *likes* to do but to try to like what one *has* to do." To do what one *does not like* to do but which *has to be done* requires mastery of self. In the performance of our duty, as in every thing else, we have no greater enemies than ourselves, hence we must

master ourselves if we ever hope to breathe the atmosphere of that land where elimination is unknown and where waves the glorious banner of SUCCESS.

Let us not deceive ourselves by the vulgar belief that things in this world are attained through "fortune" or "luck". This belief holds good enough in novelistic characters but not when treating of the stern realities of life. Promotion must come, as it does, from our own efforts. Nor must we in like manner deceive ourselves by such notion that we failed in such and such a thing simply because "luck" was hard, against us. I honestly believe that where failure crossed our path, there is something the matter with us and if failures are to be made our stepping stones to success, then we owe it to ourselves to set out at once in order to put our fingers on the weak spot.

Our promotion or elimination from any service cannot be attributed to chance. It cannot be said that we were promoted or eliminated simply because we happened to. If it is true that there is a reason for everything, and we know that it is, then the circumstances leading to our promotion or elimination can be clearly explained, and this explanation must be traced from the manner in which we did our duty from the very mo-

ment we entered the service to the time when we received the news of our promotion or elimination. Little do we realize that everyday in the performance of our duty we are making up our own record in the service in which we are engaged. It is this record that determines what the future has in store for us, and since our own record is what we make it, therefore in *us* lies not the probability but the possibility of promotion.

Man's destiny is to progress and not to retrogress. Promotion to a higher and more responsible position in a service is progress, while elimination is exactly the opposite. In the light of this truth, can there exist the slightest shadow of a doubt that promotion and not elimination should be the fruit of our painstaking efforts in the pursuit of a well-chosen career? But as long as there exist persons who, knowing their duty, shrink from fulfilling it, or if they ever fulfill it, fulfill it partly and leisurely; as long as there are persons who, seeing their apparent inability in a certain service, never have the moral courage to give up their position, as long as these sorts of persons mingle with the rest in either the professional or business world, so long will there be elimination, as a measure of separating the FIT from the UNFIT.

* * * * *

A BITTER TRUTH Those who are acquainted with the history of education in these Islands since that memorable

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day when the Filipino people came under the protection of the great American nation, express no little surprise in the manner in which the government has cut the appropriations for the Bureau of Education this year. This, added to the "hostile" attitude now being observed by much of the American press towards the education of the Filipinos, gives rise to many interpretations. In recent months some newspapers have insistently criticised the work of the schools, on the ground that they teach too much theory and that the money spent for public instruction has been mostly wasted. All this was done with one aim in view—namely the reduction of the yearly appropriations for education. The eloquent logic of numbers shows that this wish has been gratified.

The government in approving its 1909-1910 budget, undertook to introduce economy, and the appropriation for the Bureau of Education, instead of being an amount sufficient to its service, was cut, giving it P150,000 less than what was granted it last year. One hundred and fifty-thousand pesos represents a neat little saving, but it is economy in the wrong direction. The Bureau of Education needs more school-houses and better-paid teachers than what it has at present. Every year the government raises the standard and qualifications of its teachers, but, speaking of the Filipino teachers especially, their average salary (except those of Manila and Bulakan) is now P18.39 per month, where in 1904 it was P20.69. In other words, the more the government raises their qualifications, the poorer they are paid. In the words of Dr. Barrows "this is a reduction of salary to an amount insufficient to maintain a family and *below the wage of manual labor* in many parts of the Archipelago."

We have long ago expressed the opinion that the only way whereby the condition of the deserving municipal teachers can be improved, is through their "insularization," but

how can this be realized if the insular appropriation for the Bureau of Education this year is P150,000 less than what it was last year? The Bureau of Education has undoubtedly planned new things for the schools this year, but with the appropriation given it, there is no hope of their being carried out. Night school pupils who before this time were provided with books, must now purchase them or else not go to school at all.

We refuse to believe that the government in cutting down the appropriation for the Bureau of Education has been influenced by the talk that the money spent for the present system of education is mostly wasted, but what we cannot deny is the fact that, to quote Dr. Barrows "it is unfortunate that the attitude of much of the American community and of the press is outspokenly hostile to public instruction."

Dr. Barrows will soon sever his connection from the Bureau of Education. When we published the news of his resignation we said among other things that "in his resignation the Filipino people will lose a loyal friend" If doubt exists in the minds of any as to the fitness of our assertion, let us close these remarks with his words: "As far as opposition to Philippine education is a reflection of that ungenerous and illiberal opposition to native enlightenment which too often takes possession of Americans domiciled in these islands, I believe it to be recreant to every principle of our national policy and simple regard for justice—"Justice", in the language of Plato and Ulpian, "is the constant and perpetual purpose of rendering to everyone his own", and the effort to deprive an aspiring and awakened people of general elementary schooling, to keep them ignorant and dependent for the benefit of commercial interests, or to deny them liberty in the choice of their studies and professions, is palpably an attempt to exclude them from that which is rightfully theirs."

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Teachers in Their Classrooms

A boy is better unborn than untaught.—Gascogne.

We must not contradict, but instruct him that contradicts us: for a madman is not cured by another running mad also.—Antisthenes.

In fact, classifying and paying the teachers according to ability and not to personality, indicates a wide-spread economic necessity upon a national scale, to obtain the largest share of pedagogic efficiency for the least expenditure of the taxpayers' money. Teachers are not of the same scale of ability in teaching. What fundamental factors then must a teacher in a class room have to meet every point of necessity and condition of his or her class just right?... He must have the following:

(a) Scholarship, (b) personality, (c) disciplinary ability, (d) teaching power and (e) professional spirit.

Stepping from a class room to another, we find teachers and pupils. But before judging the work of a class as to its progress, and criticizing the ability and action of the teacher, let me tell you that there are in our schools three classes of teachers.

1. Those who earn as little as possible.
2. Those who earn their large salaries and no more.
3. Those who work more than their salaries and

are glad of the opportunity. Now to what class does the teacher in the class room belong? Since in every step in the process of the progress in a class is only by the constant contribution of the teacher's efforts, no question if the class has either poor or good result, it is because of the teachers. Classes must al-

ways be (a) active and progressive, [b] well disciplined, (c) clean, and (d) decorated. Now, it is easy then to judge the progress of the class and what kind of teacher he is. We see the class is slow, very noisy, as dirty as it can be; why? It is because the teacher lack the inspiration of the professional spirit, allows whatever a pupil does, lacks teaching power and because of the satisfaction of his or her salary and no more. Hence the class is not progressive and the teacher is poor.

Fellow teacher, what is our sacred aim in the selection of our profession?—Is it only to have an easy time in a big chair? Let us all together say "no". We must suffer for our dear pupils; for yonder preflexing in the distance a multitude of uncultivated young minds wandering in the field of education; thereby recognizing what are teachers to pupils, and pupils to a country. It is only of the true, earnest teacher, that a child from its mother's knees, would bring up to stand at his posts. It is of a constant, courageous teacher which brings a slave country and a savage people into freedom and civilization... Oh!!... what a great, noble task hath our God given to us!... Don't forget this, fellow-teachers-

Almost all teachers are obliged to work five hours in their class rooms: and every school day we surely find teachers come either early or late, with or without any preparation of the lessons for the day. Here's a teacher who never thinks the school work when

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outside of school, coming very late without any prepared lesson for his or her pupils, stepping in the class room, then begins teaching the spotless young minds with laziness and anger followed by many long momentous stops with the reason of not losing a single centavo by so doing. What will be the final result of his class?—Very poor. Pupils imitate his odd ways. Will spoil the good record of the school. Is this the kind of teacher our country especially needs?—No, no. What will be the benefit of the pupils' parents, the taxpayers who hire him and the country?—Absolutely nothing.

But here's another teacher who never stops thinking of the improvement of his class, coming early with the lessons prepared, stepping in the room immediately setting every stuff ready before the coming of his pupils. Then standing on his feet teaching the pupils with the glittering sparks of love and with spirit of enthusiasm for the hope of the country's future well being.

Some teachers often meet difficulties and failure in attaining a good government or good discipline or good result not through the lack of training nor the physical strength but simply the lack of experience. Experience is a hard teacher. With my four years' experience I do here recommend the following suggestions which are of greatest help for a class to obtain good standing.

1. Teachers must execute the following with an iron hand and a thoughtful mind.

2- Constantly and closely:

(a) See if the class is in good order, and perfect attention is paid during recitations.

(b) See if every pupil obeys what is told him to do.

(c) See if every pupil recites his or her daily lessons well with the understanding of the subject taught.

(d) Study every pupil's character and habit to make them interested in the class works.

(e) Help the weak pupils.

(f) See if the attendance is good. Hunt up the absentees by visiting their parents. and (g) Stop the pupils in the habit of smoking and using bad language, gambling and fighting each other, and

(h) See if you yourself are industrious and obeying the above suggestions first.

These, with the addition of the secret ability of a teacher will surely bring the class and the whole school into success. Teachers, let success rule our class rooms. Let our ambition be our pupils' success for life. Don't neglect teaching and the country will not forget our sacrifices for no pain, no palm; no thorns no thrones; no gall, no glory; no cross, nor crown, can recompense a teacher's well-fulfilled service to his country.

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CONSTITUTION

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(Continuation)

ART. VI.

MEMBERSHIP

- Sect. 1. All persons presenting satisfactory evidence to the effect that they are regularly engaged in the profession of teaching in the Philippine Islands shall be eligible for membership in the P. T. A.
- Sect. 2. Members shall be of two classes: active and honorary members.
- Sect. 3. Active members shall constitute the working force of the Association and shall enjoy all rights, benefits, and privileges, of the Association, and shall be subject to all duties, obligations, and limitations of the Association.

ART. VII.

ACTIVE MEMBERS

Obligations:—

- Sect. 1. Each person applying for membership to the Association shall pay as initial fee ₱1.00, and the succeeding months shall pay according to the existing rules in each Provincial or Municipal Committee; shall attend all regular and special meetings of the Association, unless prevented by unavoidable circumstances;

with the understanding that any active member failing to attend three (3) consecutive meetings shall be subject to Art. IX. Sect. 2 of this Constitution; shall faithfully carry out the orders of the association issued under proper authorities; shall serve to all interior Committees to which appointed by the President; shall in every proper way assist and promote the interest of the association; shall not introduce into the Association any matter of a political and sectarian nature; shall endeavor to maintain personally and for the association a high moral and professional standard; shall contribute to such special assessments and expenses as may be decided by the Association.

ART. VIII.

Benefits:—

- Sect. 1. Each active member of the Association in good standing shall in case of sickness without salary for a period that shall be determined by the existing rules in each Provincial and Municipal Committee, receive from the funds of the Association a payment that shall be fixed by the same rules.

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Sect. 2. All application to the Association for relief on account of sickness must be accompanied by recommendation of the Board of Director, establishing the fact that the member making such application was actually incapacitated for duty as set forth in the application.

Sect. 3. In case of death of an active member, the Association shall look after the welfare of the family, in all the extent that the Association may deem convenient.

ART IX.

OFFENSES AND PENALTIES

Sect. 1. Members shall cease to be in good standing and expelled from the Association for any of the following causes:

A willful, inexcused failure to perform any of the duties herein included in the obligations of members.

The commission of any crime against the laws of the land.

Any act of omission whereby public decency may be shocked and the Association brought into disrepute.

A dishonorable discharge from the service of the government or of any educational institution of good standing.

Sect. 2. Any member failing, without reasonable excuse, to attend three (3) executive meetings of the Association shall be punished either by losing his rights temporarily or provisional expulsion, or both penalties together according to the decision of the general meeting.

ART. X.

MEETINGS

Sect. 1. The meetings of the Association shall be classified.

(a) Meetings of the Executive Board to be held as often as the needs of the

affairs of the Executive Board may require.

[b] General meeting to be known as ordinary and special. General ordinary meeting of the Association shall be held at least once a month at such times and places as may be designated by the Board of Directors. General special meeting of the Association shall be held at the call of the President or at the request of at least twelve [12] members of the Association in good standing.

Sect. 2. The business of all meetings not herein otherwise especially provided for, shall be conducted in accordance with the parliamentary requirements of "Roberts Rules of Order".

Sect. 3. In all meetings of the General Convention, and of the Executive Board, and in all cases not herein especially provided for, the vote of the majority of the members present shall decide.

Sect. 4. In all general meetings of the Association ten [10] active members shall constitute a quorum for the transaction of business.

Sect. 5. In all meetings of the Executive Board of Directors three [3] members: the President inclusive, shall constitute a quorum for the transaction of business.

[To be continued].

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Arithmetic for

IV GRADE A.

(1) A nipa house was sold for ₱120 which was just $\frac{3}{8}$ of what another house was sold for. For how much were the two houses sold?

(2) A farmer sold a farm for ₱160 and a cow for $\frac{3}{8}$ as much. How much did he receive for both?

(2) After selling $\frac{3}{4}$ of my apples, I had 35 apples left. How many apples had I at first?

(4) $\frac{1}{5}$ of the expenses of a pupil in Manila was paid by his father; $\frac{1}{8}$ was paid by his brother and the rest, which was ₱2,700 by his grandfather. What were the expenses of the pupil while in Manila?

(5) A rich man spent $\frac{1}{3}$ of his life traveling in America; $\frac{1}{4}$ of it, in Europe; and the rest which was 30 years at his home. How old was he when he died?

(6) [a] Change the following decimals to fractions:—

.2— .25— .16— .8 and .325

(b) Change the following fractions to decimals:—

$\frac{1}{2}$; $\frac{1}{4}$; $\frac{3}{8}$; $\frac{1}{25}$; and $\frac{4}{5}$.

(7) Maximo's father has a farm 200 meters long and 35 meter wide which he divided into plots 5 meters long and 2 meters wide. Into how many plots did he divide his farm?

(8) How many hektares of land are there in a field 800 meters long and 200 meters wide?

(9) At ₱.24 a meter what will be the cost of fencing the above farm?

(10) Write out the following account, supplying the names of the buyer and seller, and find the amount due:

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Language for

IV. GRADE A.

- I. Use each of these words in correct sentences:—
much; into; least; boy's; studying.
- II. Write the plurals of the following words:—goose;
child; lady; mouse; key; knife; deer; foot; match;
thief.
- III. Use each of the following words in interrogative
sentences: do; does; did; done; were.
- IV. Correct the following sentences:
 - (a) Juan go to school.
 - (b) I sees the boy playing.
 - (c) Pedro and José are present yesterday.
 - (d) There are many water in the pond.
 - (e) Juan has few money in his pocket.
- V. (a) Write the abbreviations for the following words:
Lieutenant; Superintendent; Professor; Tuesday;
Treasurer; June; Doctor; August.
- (b) Use the word:
lie in three different sentences, each having dif-
ferent meaning.
well also in three different sentences, each having
different meaning.

Vtedz.

Geography for

IV GRADE A.

1. (a) What large gulf is north of Australia?
(b) What large river system is in Australia?
2. (a) What large lake is in Australia?
(b) What strait is between new Guinea and
Australia?
3. (a) What 2 most valuable minerals are found in
Australia?
(b) What are the 3 important products of Aus-
tralia?
4. (a) What are the 3 exports of Australia to the
Philippines?

- [b] What are the 2 imports of Australia?
5. Draw the outline of Australia, and on it name
and locate the divisions and principal cities of
each.
6. Who are the people of Australia?
7. Name the 10 large islands of the Philippines and
tell one principal city of each.
8. [a] Name 5 important mountain ranges of the
Philippines?
[b] What are the 5 important rivers of the Phi-
lippines? Tell into what body of water does
each flow.
9. Name 5 exports of the Philippines and tell to what
countries is each sent.
10. [a] What are the 8 groups of Christian Fili-
pinos?
[b] What 2 most valuable mineral products are
found in the Philippines Islands?
11. Name the provinces of Luzon that touch South
China Sea and the capital of each.
12. Name the districts of the Moro Province.

V. D. Acuña

Aguedo Velarde

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WOMAN'S PAGE

Domestic Science

A knowledge of domestic science is one of the requisites of a woman's education for on it depends largely the eternal felicity which must characterize every home. The good management of a house is found not only in the orderly appearance of its interior walls but also in the heart's ease of its dwellers.

When happiness does not reign, when we have nothing of that feeling of satisfaction, no joy nor expansion in our house, no consolation in ill-humor which now and then lurks in the family, and not even a neat and good shelter where to repose or to slumber,—when there is none of these—then there is no possible eternal felicity for us women in this world.

If in the narrow precinct where lessons and examples of orderly living are to be shown, where felicity should reign and cheer our lives and souls,—if in this precinct we call "home" the foundation for eternal felicity is not begun, where and how have we to wait for this earthly blessing?

A man is always out of home as he is earning honest living. He perseveres in order to better and better his position, thus beautifying his existence. He tries to always have better means of living and if he is a thoughtful person it will be easy for him to succeed in it. Now, a woman ought to help and en-

courage him so he can realize his legitimate ambition, she ought to observe what manners and things please him most, so that she may discover what his aspirations are and where his hopes are firmly established. A woman ought to understand that a man after his hard labor wishes to find his repose and heart's ease inside the home. He leaves home every morning and comes back every evening. Should he return and does not find any happiness in his house, what will be of

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him? He will lose all his good aspirations, illusions and hopes of being happy; not only he but the whole family too. I think he will dislike to think frequently of home if he does not see the neatness of his house. If in the kitchen where we cook the food, the utensils are scattered every where and the furniture of the hall are not properly arranged, if he should especially notice the lukewarmness and frigid treatment of his family, how can this man be satisfied with that kind of living? How can a man be a good and hard worker if he knows and realizes the end of his sorrowful life?

But it is the opposite if the man sees his house in good condition. If he finds neatness there, he will surely know that a good and intelligent hand takes care of it, and especially if the careful arrangement of things is apparent in it, oh! how happy he will be and his family too? So a woman has to give all her efforts so that they can reach this eternal happiness.

To enjoy this happiness it is necessary to have a good government in the house that can assure the well being of everyone. This can be accomplished only by the real ability of a woman.

Women should carefully study domestic science because if we do not possess this knowledge we shall be at a great disadvantage in this life. I hold that without this qualification of true women, we cannot be cheerful in our homes. Even if women are rich and joyful, if they do not possess any knowledge of domestic science, some day over their joy a sudden darkness, frequent in life, may descend, and then what of them?

We women should carefully seek to acquire this knowledge, thus feeling joyful and strong all through the exercise of our modest government in the house. This is why I consider a knowledge of domestic science as a requisite for obtaining the eternal felicity which should reign in every home.

(Miss) FELISA AQUINO

Principal, Sn. Roque Central School,
Cavite, P. I.

In Honor of a Man (*)

Ladies and Gentlemen:

It must be sincerely confessed that it is too great an honor to have been invited to speak in this occasion; and greater still if you will grant me your indulgence and not hear me with displeasure. The only thing that alarms me is that this is a task superior to my efforts and although the imperious call of duty, cheerfully performing all, succeeded in placing me in this critical position, the fear that I be a discordant note in this gathering does not however vanish from my fancy.

I know that owing to my lack of endowments I find myself in the grave risk of suffering in these moments the saddest downfalls, but encouraged by the enthusiasm of uniting our hearts to the sympathy of the man, to whose honor we give this act, in the midst of the pain that this bitter fortune should cause in my soul, I should still have energy and fortitude to think that the more fatal are the downfalls that a soldier suffers, the more beautiful and smiling are the dawns that await him in order to crown his heroic action.

(*) A translation of the speech delivered by Miss F. Nery of Paranaque in the farewell reception given in honor of Mr. and Mrs. Montavon in Pasig, Rizal. See Spanish Section of this number.—Editor.

WANTED

We would be grateful to readers having copies of *The Filipino Teacher* of the following issues, if they would kindly send same to the Manager in order that our files may be complete.

July, 1907—(No. 3 Vol. I)
Sept 1907 (No. 5 Vol. I)
Aug 1907—(No. 4 Vol. I)
Oct. 1908—(No. 4 Vol II)

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We are gathered together here gentlemen, with the view of showing the sincere affections that our hearts keep toward a man who, if not a Filipino, has however made himself the best friend and loyal companion of the people of this province; and who by his high endowments in pedagogical sciences, by his energetic character and unequalled activity in the performance of his duty, and by his unimprovable treatment succeeded in obtaining the high position of Division Superintendent of schools of this province and his seven years administration respecting that branch of knowledge was to the entire satisfaction of all the teachers who are under his care and protection as was also of the Municipalities in this province of his jurisdiction, many of which were benefited by his untiring work with the erection of large schools which undoubtedly arouse the envy of strangers.

The person whom I allude is Mr. W. F. Montavon the same one who with his personal assistance, and perhaps this be the last, honors this act which we now bestow him.

Yes, gentlemen, it is certain and undeniable, that in the life of nations, there are registered sometimes deeds which, by their proper virtues and ad-

mirable greatness, arouse in our soul that sentiment of respect and admiration, and leave indeleble as well as smiling remembrance in the intricate pages of our own existence.

The efforts and the works of Mr. Montavon during the time he was Supt. of Schools of this province reveal by themselves and involve characters of true appreciation from all who have had the fortune of knowing them. He, Mr. Montavon, with the resplendent light of his own science, diffused in the Rival schools, was the same one who has consolidated, thanks to his own initiative, the strong bond of love and sympathies among the teachers of this province, love and sympathies which, penetrating in the depths of our hearts, stamp in them the seal of true fraternity which compels us in the performance of our duties in teaching, to part from the same principle, utilize only

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one process and make our children receive the same instruction.

And not only this, gentlemen, the gifts that are distinguished in the person whom we now entertain. Mr. W. Montavon, I repeat, with his extremely delicate tact and fine treatments, won the sympathy of the towns of this region and through his well-founded suggestions to the Municipal Councils, the school-fund of this province, during his time, was maintained with marked regularity for its proper attentions, in spite of the land tax having been suspended for a couple of years, the collection of which for the most part, goes to enlarge the school-fund.

All of this, gentlemen, is work of genius, of this great virtue which recognizes no country nor home, and whose benefits become the patrimony of all; as Rzal said.

We all know that Mr. Montavon is of North-American filiation; and being such, why does he show so much interest for the good of the Filipinos? Why did he become friend of the people of this province? Is it because this is what his duty orders him? Ah, gentlemen, perhaps we ignore that his great works originate not precisely from the duty that his office imposes upon him, but rather, and this is the truth, from the good qualities and best attributes of his soul, from that spirit that knows how to appreciate things, as he is completely a stranger to the erroneous opinion of distinguishing man by the superiority of race. To him, the great America and the Philippines are two united countries, not with bonds of force that characterize the stronger from the weak, but with intense bonds of love, public manifestations of eternal friendships and safe guarantee of those sacred promises of making the Philippines a prosperous, happy, free, and independent country.

I have already indicated at the outset, that we offer this solemn act to the honor of Mr. Montavon in token of farewell. Soon and very soon, he will leave for another far province of this Archipelago in compliance with duty, but we who hereafter will see ourselves deprived of his care and protection, there is nothing left for us but to contemplate him in those far regions of his destination, with the heart throbbing with love across the immense surface of the sea.

Be it known, gentlemen, that in testimony of our sincere gratitude for the valuable help that he has given us in the thorny path of the conquest of this instruction and education in which we are now clothed, we will know how to create in the sanctuary of our own hearts an altar in which we can mitigate the sorrow that should cause his indeed sad and bitter absence, as if to perpetuate the memory of his good treatments, the remembrance of his great enterprises, and the imitation of his precious example.

I HAVE SAID.

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LITERARY PAGE

A MOTHER'S LOVE!

In memory of my mother.
To my aunts, Rosita Sempio, Segunda
Buenacampo and my friends, Mercedes Rivera,
Rosita Reyes, Miguela Galicia, Concordia Mendoza.

A mother's love!

How sweet, how soft, how gentle are its sounds;
It soothes our pains and balms our cares and wounds!

A mother's love!

It is the love which knows no mark nor bounds,
On whose pure sky not even a cloud frowns.

A mother's love!

The dearest treasure God has given us,
Which can't be bought with ev'n the world's whole
[wealth.]

A mother's love!

The source of joy, of inspiration high,
And creates such men as Lincoln and Rizal.

A mother's love!

In gladness and in glory or reverse,
It's just the same—no matter what the test!

A mother's love!

A guiding star amidst vicissitudes of life,
A comfort in the thorny fields of strife.

A mother's love!

The love sublime that Time can't dim nor smirch,
Whose fragrance pure and sweet eternal lives!

If you are worn,

If fortune's stream is 'gainst your stormy way,
And clouds of bitter pains drive you astray;

If hope has flown,

And the last drop of strength seems gone away,
Our mother's love shall win you courage sway!

A mother's love!

How stainless, peerless, purest,-----oh,
It is the holiest love that we could know,

That we could boast,

That we could lean with safety and with trust,
The love which never fades and never rusts!

A mother's love!

The greatest pride of all humanity,
The fadeless symbol of what Love should be!

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THE MONTH IN REVIEW

OUR ACKNOWLEDGEMENT.

We desire to express to the well-known publishing house, Forbes and Company, of Chicago, our appreciation for the copy of "Happy School Days" which they have recently favored us with. "Happy School Days" is in many respects the best book we have ever read written for young girls. The book is written in such easy language that its inspiring chapters which deal about the girl's life at home, in school and everywhere, are easily within the intelligence of most any school-girl. The author reveals an intimate knowledge of child-life, and throughout the book she points out to the girl her most common faults at home, in school, and in her dealings with her friends. The motherly manner in which the book is written makes it specially the book young girls need most.

—At the proposal of Com. Worcester, Com. Gilbert Secretary of Public Instruction, approved the transfer of the Industrial School of the Mountainous Province, actually in Baguio, to Balco.

—Through the efforts of Gov. Alba and Assemblyman Barreto, the government promised Zambales ₱6,000 for the construction of a school of "Arts and Trades" and another for "Domestic Science." This amount is to be added to the ₱4,000 which was voted by the province so that the approximate cost of the two buildings is ₱10,000. They also succeeded in obtaining ₱3,300 and ₱4,000 for the towns of Palawing and Castillejos respectively to be used for the erection of barrio schools according to the Gabaldon Act.

—Sr. Juan Nieva, Sub-governor of Marinduque, who was an official caller in the Bureau of Education recently, obtained ₱20,000 for the erection of an Intermediate School at Boac.

—Dr. Barrows, accompanied by Dr. Merton Miller, Chief of the division of Ethnology of the Bureau of Science left for Java on August 9. Dr. Barrows will study the system of education in vogue in that Island, and Dr. Miller will make studies about the natives.

—Mr. C. C. Scott of the Bureau of Education has resigned his position and will shortly return to the United States after serving eight years in the Bureau of Education.

—Owing to lack of space, we are unable to publish the continuation of "The Tear of love" in this issue.

ERRORS.

In our last issue there appeared two errors in the News Department which we should like to correct.

JOSUE SONCUYA

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Where it says "The Filipino Teacher" sends Mr. Lorenzo and Dumaplin its felicitations....."should be read "The Filipino Teacher" sends Mr. Ramos and Mr. Dumaplin its felicitations....." Miss Manuela Asanza was appointed to the Principalship of the San Lazaro Primary School and not Zurbaran Primary School as we erroneously stated in last issue. Miss Vicenta Mata is the principal of the Zuzbaran School.

NEW TEACHERS

Messrs. Water A. Kerr, Lawrence D. Hinman, Roy W. Baugton, and Sampson B. Brashear for Cebu; Mr. Howard C. Carmichael for Negros Occidental; Mr. Henry G. Cox for Ilocos Norte; Mr. W. Ernest Crowe for Iloilo; Mr. George E. Carrothers for Samar, and Mr. Fred O. Freemeyer for Pangasinan.

—Miss Josefa Varua, a teacher in Guia school, Pandan [Antique] resigned from her position for she desires to continue her studies.

—Miss Rosario Amante, a teacher from the same town, also resigned as such to continue her studies.

"The Filipino Teacher" wish them success in their studies.

Pedro Concepcion

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Todas las comunicaciones pueden dirigirse á THE FILIPINO TEACHER; P. O. Box No. 1090, Manila, F. I.

EDITORIAL

EFFECTOS DE UNA ECONOMIA

Avidos de recoger informaciones pedagógicas, tropezamos que en varios círculos era tema de conversaciones la compra de textos por los alumnos de las escuelas públicas.

La desaprobación era unánime.

Más no ha mucho, algunos colegas también lo comentó en artículos extensos.

En verdad es injustificable el proceder que indujo á esta nueva práctica del Bureau de educación. Nos alegan que no hay otro medio mas viable después de haber cercenado su presupuesto, con motivo de la rigurosa economía introducida. Hoy solo dispone de P 2, 850,000 mientras el año anterior con P 3, 000,000 apenas pudo responder las exigencias del ramo. Por lo mismo huelga exponer aquí que la apropiación de P4, 283,458 por el aludido buró, lejos de merecer una atención razonable, mas bien fué eliminada, dando lugar un trastorno inevitable en el sorprendente progreso de la instrucción pública.

La economía es buena por si misma, sin embargo, pierde su benéfica esencia cuando surge en detrimento y menoscabo de los intereses morales del pueblo. Por otra parte, este pueblo pagando solo en la instrucción pública halla oportunidad para rezarcir siquiera parte de sus sacrificios, simbolizada por la imponente gabela cada vez más pesada.

Algunos acusan al carácter idealista de nuestros representantes, fundándose en que, dentro del augusto recinto de la Legislatura, se expresaron en tonos eminentemente sugestivos, al tratar de los asuntos educacionales, mientras se practica todo lo contrario al desenvolvimiento de sus sanas teorías. Han dicho, en sus discursos parlamentarios, que la Instrucción es la base sólida de todo progreso, piedra angular del gran edificio nacional, arca de salvación de nuestras libertades y otros principios inexorables, al par cometen un despilfarro en el tesoro, por el paseo á Rusia, la protección á los carnavalistas y el provocador aumento de dietas.

Ciertamente, el objetivo de estos dispendios de nada pueden relacionar con la importancia y necesidad de la Instrucción, porque la complejidad de todas las civilizaciones exige su concurso.

Puede ser que los diputados no han tenido en cuenta que ciertos intereses serán eternamente protegidos.

Prueba al canto, el Secretario de Instrucción Publica, por no cerrar ninguna escuela, ha dispuesto que en este año, en vez de los veinticinco jóvenes, solo dos sean enviados en América como pensionados y que los materiales de escuela se vendan á los alumnos.

Inútil pues alegar que se esperaba estos efectos.

Con razón se ha dicho que la política de

cooperación de los progresistas consiguió el pensionamiento de veintecinco jóvenes á los Estados Unidos y la política de cooperación de los nacionalistas que están en el Poder reduce ese número á dos.

Absorvidos por la disposición, tan radical como impolítica, las familias pobres, sin otra esperanza más que de la instrucción gratuita que reciben sus niños, probablemente se sentirán agoviados de descontento.

Sean de una vez los que están llamados á remediar este estado de cosas; que el poderoso aliciente, propulsor del éxito del sistema actual de Educación, ha sido sin duda alguna el espíritu gratuito y libre que la informa. Como parte integrante, también se considera el pensionamiento de estudiantes. A no ser así, muchos hubieran permanecido aún renegados al estudio del language de Milton y Shakespeare.

No hemos querido exponer presentimiento alguno, pero sí una aclaración provechosa.

Sueño Fantástico

A mis amigas R. y M.

Era una noche del mes de Julio. Un fuerte viento acompañado de chubascos azotaba con furia mi pueblo natal San Roque, Cavite. La oscuridad producida por las inmensas nublitas que cubría todo el espacio, hacia entristecer toda la población entera. A aquella era para mí una noche intranquila de continua inquietud, porque no gozaba de la fiesta que se celebraba en aquel día. Dedíqueme entonces en pensar de la noche aquella que era una noche de luna llena y que subitamente se transformó en una noche lluviosa.

Serian las once de la noche, cuando cesó el fuerte vendaval. Entonces la luna apareció en el firmamento revestida de toda su esplendorosa grandeza. Sus misteriosos rayos caían sobre las húmedas y marchitadas hojas de los árboles, poetizando las hermosas naturalezas. Pero era ya muy tarde, ya no podía ver á ningún transeunte mortal por las calles. No transcurría aún media hora, ante la frescura que reinaba, y por los rayos de la luna,

caíme rendida bajo las puras y limpias alas de morfeo.

Ya en medio de un sueño profundo y tranquilo, se me apareció de repente estar en medio de una alegría tan incomparable de un pueblo muy progresivo y honrado. Después me transporté en un amplia salón, artísticamente engalanado, de hermosas y escogidas cortinas y flores, y sobre una silla de oro, puesta en el centro del salón veía sentada á un mujer cuyos negros ojos expresaban dulzura, voluntad firme y decidida. Ella estaba vestida gallardamente, sus negros y largos cabellos caían sobre sus espaldas, su tersa y morena frente ceñía un diadema de oro, adornado de preciosos brillantes, á su lado veía así mismo de pie á una mujer rubia elegantemente vestida. Sobre su rostro angelical, distinguíase un alma noble y generoso. Entonces atrevíme á preguntar á la morena, el motivo de aquella grandiosa fiesta. Y ella me contesta con dulzura. "Feling, no ves este diamema que tengo ceñida en la frente? Pues és el simbolo de nuestra libertad, la libertad deseada por todos los verdaderos patriotas de Filipinas. ¿No ves á esta rubia que esta á mi lado? Ella es mi amiga gentil y que es nuestra más noble libertadora."

Yo por tan inesperada presentación á tan grande noticia, me levante asustada buscando á esa querida rubia libertadora de mi adorada patria Filipinas. No habiendo encontrado á mi patria independiente, entonces comprendí que no era más que un sueño fantástico todo lo que me había pasado.

Después de esto, me quedé pensativa y hasta hoy sigo pensando por el porvenir de Filipinas.

FELISA AQUINO

San Roque, Cavite, I. F.

16 de Julio, 1909.

Mariano M. Celis

Maestro de Obras, Agrimensor Licenciado por el Bureau de Terrenos del Estado y Profesor de matemáticas puras.

IMPORTANTE

Con grandes esfuerzos y gastos, hemos conseguido ser los UNICOS AGENTES en Filipinas de los Sres. DRAPER & MAYNARD Co. Por espacio de más de dos años buscábamos efectos atléticos mejores y más baratos que los de SPALDING, negociando con varios fabricantes para dicho dicho fin.

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SECCIÓN PEDAGÓGICA

La educación de la mujer.

(Conclusión)

Si la igualdad de las facultades de ambos sexos existe al nacer, no pasan muchos meses sin que los padres empiecen á modificarla por la educación, por los juguetes, el vestir y el trato. El tambor y los soldaditos van al uno, la muñeca á la otra. Al niño se le permiten juegos más bulliciosos y gritos más recios que á su hermanita.

Más tarde se le enseña al varón el desdén de las ocupaciones femeniles y á la niña á refrenar los movimientos bruscos.

Se principia así desde la infancia, á edificar una barrera en los gustos y á la educación, que ha de separarlos en vez de unirlos en la vida común, más tarde. ¿Cuántos matrimonios hay mal avenidos por falta de compatibilidad, debida á una manera distinta de ver las cosas! ¿Cuántas mujeres desgraciadas por quejarse de que "no la comprende" su marido!

En la vida de familia, niña y varones viven juntos bajo el mismo techo y nada es más natural que tengan una gran similitud en su educación preparatoria: es el lado simpático de la coeducación, la de hacer que desde la niñez el muchacho considere á la muchacha como una compañera intelectual. Que él

adquiera más fíura y delicadeza y ella mayor valor y entereza; pero nuestro estado social nos obliga no sólo á la separación de los sexos en la escuela, sino á una diferenciación en los métodos y materias de estudio.

Lo que debemos tener en cuenta es que la instrucción no es más que un medio de educación. El estudio de la aritmética, de la gramática ó de la geografía deben desarrollar las facultades intelectuales y morales, como las palanquetas y las barras los músculos del cuerpo. Aquel que registra un hecho en su memoria no saca el mayor provecho de la lección á menos que le haya ocasionado un esfuerzo por el cual se extiende y fortalece el intelecto del alumno y se despeja su conciencia.

Un peligro que hay que conjurar en las alumnas brillantes es la vanidad, que destruye el encanto del alma femenil esa ambición desordenada por sobresalir, que suele convertir una estudiante lucida y simpática en insoportable pedante, hace que combatan todavía algunos la ilustración en la mujer.

Lo que más debemos fomentar es la rectitud y el sentimiento de la responsabilidad moral, que son aún más indispensables en la mujer que en el hombre, puesto que ella ha de manejar el timón del barco, dirigir la educación de sus hijos é inculcarles desde

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may temprano los principios que han de ser la base de su carácter.

Debemos usar en la educación de las jóvenes la confianza y la bondad; de eso deben compenetrarse y vivir: pocas naturalezas femeninas son rebeldes á la ternura. Pero es preciso luego prepararlas para un medio menos tierno y benévolo que su casa, para que aprendan á conducirse solas en la vida, sin debilidad, sin cobardía ante los obstáculos, dejándoles la mayor responsabilidad posible, apelando á su dignidad personal para no merecer una llamada á la orden, empleando siempre una disciplina firme con mucha finura, modales discretos, lenguaje escogido y conducta irreprochable.

Es obra de alta filosofía la formación de un corazón y de un cerebro, y debemos formar en cada niña una educadora para la cual la educación será un culto sagrado, la familia un templo del cual es ella la sacerdotiza, sacrificando en su altar y dedicándose á entretenerlo; y cuya preparación entrañará en el más alto sentido su completo desarrollo armónico. ¡Qué ventajas lleva sobre otro el hijo de una madre culta!

Desde la niñez absorberá los idiomas extranjeros casi inconscientemente; se acostumbrará á oír conversaciones filosóficas y literarias; aprenderá de los labios maternos los cuentos de Homero, tan interesantes como cualquier cuento de hadas y tan fáciles de compren-

der; así mismo se familiarizará con los argumentos de las obras maestras de Shakespeare, Calderón, Lope y Cervantes. Conocerá los mitos griegos y los nombres de los artistas mundiales; las obras de éstos ilustradas por grabados y fotografías. Todo esto jugando, cuando los otros niños apenas saben leer. Su corazón aprenderá á amar lo bueno y lo noble. Nutrido en las alturas, desafiara los pantanos.

La madre dicho-a se regocijara contemplando al niño fuerte, culto, justo y piadoso--su obra.

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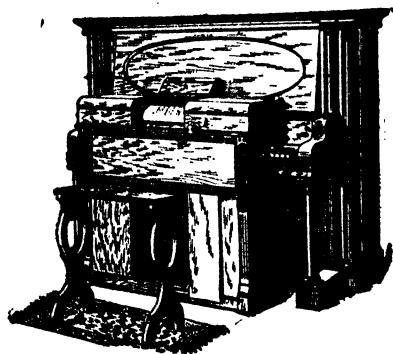
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SRTA. FELISA BERNABE,
Maestra de la Escuela Pública de Parañaque, Rizal.

Concurso prestado por la conquista de la Instrucción

Discursos pronunciados por la Srta. F. Bernabe, en la velada organizada en Pasig, Rizal, con motivo de la marcha á otra provincia del distinguido Supt. de División, Mr. William Montavon.

Señoras:

Caballeros:

Sinceramente hay que confesar, que es un honor demasiado grande el haber sido invitada para hablar en esta ocasión; y, más grande aún, si me habreis de otorgar vuestra indulgencia y no me escucháreis con desagrado. Lo único que arredra es, que, esta es una tarea superior á mis fuerzas, y aunque la voz

imperiosa del deber, arrastrando todo, llegó y consiguió á colocarme en este crítico lugar, no se disipa sin embargo de mi idea el temor de que, sea yo una nota discordante en esta reunión.

Sé, que dada mi carencia de dotes, me hallo en grave riesgo de sufrir en estos momentos las mas tristes caídas: pero, alentada por el entusiasmo de unir nuestros corazones á la simpatía del mejor hombre á cuyo honor tributamos este acto, en medio del dolor que en mi alma causara la amarga suerte, todavía tendria aliento y ánimo de pensar, de que cuanto más fatales son las caídas que un soldado sufra, tanto más hermosos y sonrientes son los crepúsculos que se le reservan, para coronar su heroica acción.

En efecto, estamos pues aquí reunidos, señores, con el fin de demostrar los sinceros afectos que nuestros corazones guardan hacia un hombre, que, si no es filipino; se hizo no obstante el mejor amigo y fiel compañero de los hijos de esta provincia: y, que por sus elevados dotes en ciencias pedagógicas, por su carácter enérgico y actividad sin igual en el desempeño de su cometido y por sus tratos inmejorables, supo conquistar su elevado puesto de Superintendente de División de las Escuelas de esta provincia y su gobierno de 7 años en lo que respecta á este ramo del saber, fró enteramente satisfacción de todos los maestros que obran bajo su amparo y protección, como también de los Municipios en esta provincia de su jurisdicción, que por su incansable labor, fueron beneficiados muchos de ellos con la erección de grandes escuelas, que sin duda despiertan la invidia de los extraños.

El protagonista, á que me aludó, es el Sr. William F. Montavon; ese mismo que con su personal asistencia honra este acto que á él tributamos.

Si, señor; es cierto é inegable que la vida de los pueblos se registran á veces hechos, que, por sus propias virtudes y admirables grandezas despiertan en nuestra alma aquel sentimiento de respeto y admiración; y dejan recuerdos indelebles al par que risueños en las intrincadas páginas de nuestra propia existencia.

HOTEL CONTINENTAL

GRANDES SALONES ELEGANTEMENTE DECORADOS PARA BANQUETES
HABITACIONES ESPACIOSAS Y VENTILADAS
COCINA FRANCESA

35 Plaza Goiti, Sta. Cruz

Los esfuerzos y trabajos de Mr. Montavon durante su cargo de Superintendente de Escuelas en la provincia de Rizal, revisten por sí mismos y envuelven caracteres de verdadero aprecio de todos los que tuvieron la suerte de conocerlos. El, el señor Montavon, con la luz refulgente de su propia ciencia, difundida en las escuelas rizalinas, fué el mismo que ha consolidado, merced á su propia iniciativa, el fuerte lazo de amor y simpatía entre todos los maestros de esta provincia, amor y simpatía que, penetrando en el fondo de nuestros corazones, imprimen en ellos el sello de una verdadera fraternidad que nos obliga á que en el desempeño de cada uno de nuestros deberes en el magisterio, partamos de un mismo principio, utilicemos un solo procedimiento y hagamos que nuestros niños reciban la misma instrucción.

Y, no sólo esto, señores, los dotes que se distinguen en la persona, á quien festejamos, El Sr. W. Montavon, repito, con su tacto sumamente delicado y refinados tratos, supo conquistar la simpatía de los pueblos de esta región y, que mediante sus bien fundadas sugerencias á los Concejos de los Municipios, se ha conseguido que el fondo escolar de esta provincia, durante su tiempo mantuviese con marcada regularidad sus propias atenciones, apesar de haber sido suprimido por un par de años el impuesto territorial, cuya recaudación, en su mayor parte vá á engrosar el fondo de las escuelas.

Todo esto señores, es obra del ingenio, de esta gran virtud que no reconoce patria ni hogar y cuyos beneficios vienen á ser el patrimonio de todos; así dijo Rizal.

Todos nosotros sabemos, que el Sr. William Mon-

tavon es de filiación Norte-Americana; y, siendo así ¿porqué despliega tanto interés por el bien de los filipinos? ¿porqué se hizo amigo de los hijos de esta provincia? ¿Es porqué así le ordena su deber? Ah, señores, tal vez ignoramos, que sus buenas obras tienen por origen y nacen no precisamente del deber que su cargo le impone, sino más bien, y esto es la verdad, de las cualidades y mejores atributos de su alma, de aquel espíritu que sabe apreciar las cosas los cuales son completamente ajenos á las erróneas apreciaciones de distinguir al hombre por la superioridad de raza. Para él la gran América y Filipinas son dos pueblos unidos, no con vínculo de fuerza que caracteriza al más fuerte contra el débil; sino con los lazos de intenso amor, pública manifestación de eternas amistades y segura prenda de aquellas sagradas promesas de hacer nuestra Filipinas, un pueblo próspero, feliz, libre é independiente.

Ya he indicado al principio que este solemne acto ofrecemos al honor de Montavon en acción de despedida. Muy pronto partirá él á otra provincia lejana de este Archipiélago en cumplimiento del deber; más nosotros que en adelante nos veremos privados de su cariño y protección, nos resta solo el contemplarle en aquellas apartadas regiones de su destino con el corazón palpitante de amor á travez de la inmensa superficie de las aguas.

Conste, señores, que en testimonio de nuestra sincera gratitud por el valioso concurso que él nos ha prestado en el escabroso camino de la conquista de esta instrucción y educación en que estamos ahora revestidos, abrémos erigir en el santuario de nuestros propios corazones un altar en donde podríamos mitigar el dolor que legara su bien triste y amarga ausencia, como para perpetuar la memoria de sus buenos tratos, el recuerdo de sus grandiosas empresas y la imitación de sus preciosos ejemplos.

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La Sociedad Anonima "KATUBUSAN" (REDENCION) Fabrica de Tabacos, Cigarillos, Picadura y Mascada, es una Cooperacion genuinamente filipina; es y debe ser siempre la que merezca la proteccion de todos los filipinos en general y de la clase obrera en particular, porque redimirnos todos de la miseria, es el fin por que se ha fundado esta institucion.

El que se asocie al "KATUBUSAN" se acostumbre a fumar nuestro Cigarillos y Tabacos y hara dos grandes obras de caridad: una consiste en procurarse a si mismovida larga prospera, y otra, en proteger a la clase obrera de Filipinas, que es la dueña verdadera de esta Sociedad.

¿QUEREIS SER SOCIOS?

Desde el dia 2 del presente Junio esta Sociedad ha empesado a vender acciones de la 2.a Serie, de su Capital Social. Una sola persona puede tomar acciones de -P-.2.00 a -P-.500.00. Pueden pagarse las acciones personalmente por los interesados, ó por sus mensajeros, ó por medio de correo certificado, y los titulos correspondientes les serán remitidos inmediatamente. Dirijase, si desean mas pormenores a la Secretaria, establecida en el edificio de esta misma Fabrica.

Calle Jolo, 308, 310 y 312.

BINONDO, MANILA.

"Katubusan"**(Redencion)****"Katubusan"****"KATUBUSAN"****"KATUBUSAN"****"KATUBUSAN"****¿IBIG NINYONG UMANIB?**

Ang "KATUBUSAN", ay Samahán sa Pagpapagawâ ng Tabako, Sigarilyo, Ginayat at Maskada, Kapisanang ganap na pilipino, at siyang kinakalinga at dapat kalinigain ng madlang kababayan, lalo na ng mga manggagawa, sapagka't kaya itinatag ito'y upang matubos tayong lahat sa karálitaan.

Kung kayo'y sasapi sa "KATUBUSAN" at parating Tabako't Sigarilyo namin ang inyong bihiritin, ay dalawang malaking kawanggawa ang inyong gagawin una'y bahaba at magkakapalad ang inyong buhay, at ikalawa'y matutulungan ninyo ang bayang manggagawa sa Pilipinas, ná siyang tunay na namumuhunan at nangangatawan dito.

PAGTUBOS SA DALITA

Ipinatatalastas sa lahat, na, patuloy ang pagtanggap sa mga ibig sumapi sa Samahang itó. Kasalukuyan nang bukás ang Ikalawang Akda, ó "Serie" ng mga "acción" na Siyang maáaniban. Makakasapi ang isang tao mula sa P2.00 hangang sa P500.00. Ang halagang isinasapi ay madadalá ó maipadalá sa pamamagitan ng koreo "por certificado" at padadalhan naman agad ng mga ukol na kati-bayan. Makipagtalastasan sa iba pang bagay sa Kalihim ng Samahán na nasa Bahay-Pagawaan sa mga karaniwang oras.

Dnaag Jolo blg. 308, 310 at at 312, Binundok, Maynila S. P.

"KATUBUSAN"**"KATUBUSAN"****"KATUBUSAN"**

SECCIÓN LITERARIA

BRISAS PROVINCIANAS

Para ellas y ellos.

Es noche de baile... Florece el palacio
en luces policromas de regios festínes,
y vagos susurros cruzan el espacio
entre los arpeggios de suaves violines.

Hay fuego en las mientes, en los labios risas,
gritos de Epicuro en las almas locas,
hay en los frondajes un frufrú de brisas
y un sabor de ensueño en todas las bocas.

El aura se impregna de frases discretas,
de aromas de carue y de sampaguitas,
de tiernos cologuidos de hadas y poetas.
en la dulce calma de nocturnas citas.

Jusis voporosos y blancas pecheras
brillan al reflejo de luces pomporas,
surgen del cerebro fugaces quimeras
que el alma perfuman cual si fuesen rosas.

Por sobre el encanto bello de la fiesta
abren alas de oro las galántes frases,
en tanto dergrana una alegre orquesta
notas como perlas en lentos compeses.

Oyence de ablses las aladas quejas,
de two-steps de América los jocundos sonos.
mientras atraviesan amantes parejas
en pausados giros los regios salones.

Van, vienen, se pierden las siempre hechiceras
doncellas vestidas de leves encajes;
se sienten las horas desfilir ligeras
cual del horizonte los grises celajes.

Bailan, ríen, charlan, las hadas lipeñas,
bailan, ríen, charlan con sus caballeros,
y estád todas ellas felices, risueñas
porque han sido acaso heridas por Eros.

El uno murmura:—Amparing de adoro,
yo amo tu hermusura de ídolo pagano,—...
y Aparing contesta con su risa de oro,
sonoro cual verso de estro paruasiano.

Y así van las frases de amor y ternura
at sutil perfume de tibios vergeles...
En en copa argétea cada cual apura,
el divino néctar, la absenta y las mieles.

(Veo también á ella, vestida de gala,
en su silla de oro, flébil, indecisa...
Tal vez en su poeta piensa la tagalá,
en su poeta triste de triste sonrisa).

Y luego cansadas se van á una mesa,
en que triunfan rosas, lirios y claveles,
y donde humedecen sus labios de fresa
en rubios champagnes, merengues, pasteles.

Dá el relój las doce... El baile termina;
¡las risas han muerto, se esfumó la gloria!
Tan solo el recuerdo como flor divina
de encantados pétalos vive en la memoria.

Ya nada más queda en el gran palacio
que el mortal silencio de la media noche,
mientras una estrella ríe en el espacio
y se escucha lejos el rodar de un coche...

Ya descanzan ellas en lechos de diosa,
las damas por quienes el alma suspira...
¡Qué arrulle sus sueños de color de rosa,
sus sueños dorados el són de mi lira!

CLARO M. RECTO.

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SECCION DE NOTICIAS

¿POR QUE?

Nos dicen que algunos maestros de barrios de Bicolor han dimitido sus cargos por haberseles disminuido el haber que se les ha señalado y han estado percibiendo desde hacen tres años

Dicese que, de *veinte pesos* que percibían en concepto de haber no se les ha dado por el mes pasado más que *quince* y esto porque así se ha ordenado por el Buró de Educación.

¿Economía? Eso será, pero, porqué esa señora, habrá de afectar precisamente a los pobres maestros de barrio que aún con veinte pesos de haber que antes tenían apenas podían satisfacer todas sus necesidades?

¿Se les ha reducido acaso sus haberes respectivos al Director y sus auxiliares, á los Superintendentes y Supervisores de Instrucción?

¿No? Pues por allí debe empezar la economía bien atendida, y jamás debe atenderse con estos humildes obreros de la instrucción, pues además de ser los primeros en ilustrar la inteligencia de los niños y son los que cargan con lo más áspero del trabajo apenas perciben, como ya dijimos, lo suficiente para su sustento.

DE EL "PUEBLO."

DE EDUCACION

Con la aprobacion del Secretario de Instrucción Pública, la escuela industrial de la provincia montañesa, actualmente en Baguio, será trasladada á Balco, donde se ha encontrado un terreno propicio.

Hánse embarcado en San Francisco el 22 del mes

pasado, de vuelta á estas islas los siguientes estudiantes pensionados del gobierno: Adriano Alcázar, Ang-Arguelles, Pastor Arisado, Antonio de las Alas, Santiago Bautista, Pastor Gómez Ambrosio Gizon, Proceso Sanchez, Señoritas Clemencia Asturias y Pilar Elumba.

—Vienen tambien del mismo buque los maestros americanos siguientes: Sres, Harry M. Smith, Frank R. Adams, Sinclair P. Stewart, Russel Trace, Ralph H. Wardall, Sras Jessie D, Y. Adam. Helen Trace y Srta, Florence Grayum.

PATRIOTISMO

Un vecino caracterizado del municipio de Mangatarom, Pangasinán, que fue en vida, Sr. Antonio Ventanilla, consignó en una parte de testamento, una donación de ₱200 al municipio mencionado, para fines escolares. Es un acto filantropía que habia sinceramente del carácter patriótico de aquel que fué modelo de ciudadanos. Muchos de nuestros ricos harán bien á su país imitando tan ejemplar conducta.

MAS PRESUPUESTOS

Están por aprobarse los presupuestos especiales para las provincias no cristianas. Las cantidades oantidades consinadas en dichos presupuestos son: Para, Policia Insular, ₱700,000, para la Sanidad, ₱23,000, para la Agricultura, ₱40,000, y para la Educacion, ₱110,000

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PAGNUGOT-TUDLING

Ang Pagkaantala ng Sahod ng mga Guro

Hindi maminsanm-minsan kundi napakadalas mangyari ang pagkaantala ng sahod ng mga guró.

Hindi rin miminsan na ating nabasa sa mga kapahayagan ang daing na itó; datapwa't kung ano ang dalas ng daing, ay siya namang tagal ng pagbibigay lunas ng mga dinadaigan.

Ang mga kinaukulan nitó, ó sa ibang sakita'y ang natatawag kumandil sa mga guró, ay hindi nakaririnig kundi man bagkus nág-bibingi-bingihan.

Kayat ngayón ay mulí naming tatawagan sa pagbabaka-sakaling kami'y magkapalad marinig niyang mga nagtataingang kawaling iyan.

Isang kaugalian ng sinusunod sa mulá't mulá pa ng Kagawaran ng Pagtuturo ang magbayad sa mga guró sa unang Sabado ng buwan. Kung ang unang Sabado'y tumamá sa una ó sa ikalawang arao ng buwan, ay hindi natu-

tupad ang kaugaliang itó, kayat inaliliban ang pagbabayad sa pangalawang Sabado.

Ngunit ngayón ay hindi ganito ang nangyayari. Kapag ang unang Sabado ay nahulug sa ika 3 ó ika 4 kayá ng buan (gaya ng buwan ng Julio) ay maari ng mangutang ang mga kaawa-awang guró ng ipagtatawid buhay, pagkat hindi ma susuerduhan.

Ngayón ay ating suriin at hapiyawin ang sanhi at dahilán ng ganitong pangyayari.

Sa huling araw ng bawat buwan ay gawá ng report ang lahat ng Paaralan. Sa report na itó napagaalaman ng Kagawaran ng Pagtuturo ang mga nag "absence" guró na dapat tumanggap ng pagbabawas. Kaya't kung ito'y maantala, ay naantala namán ang pag-sahod sanhi sa ang nomina'y di maiharap sa Taga-ingat yaman; na siyang sumusuri bago magbayad.

Dahil sa kaparaanang itó, ay matitiyak natin ngayón kung kangino naroon ang kasalanan.

Ang mga report na aming binanggit ay



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MURA KAY SA IBA

Tumatanggap kami nang mga pabilin sa mga
Lalawigan

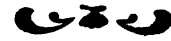
ipinádadala ng mga paaralan sa Kagawaran ng Pagtuturo sa unang araw ng buwan. Dahil dito'y maluwa na maluwa sa Kagawaran na maihandá ang nómina at isulit sa Taga-ingat yaman hanggang sa umaga ng ika 3 arao. Susog dito, ay maluwa din naman sa Taga-ingat yaman na magbayad sa arao na iyan (kung ito'y Sabado) at lalo pa mandin kung ang Sabado'y mahulog sa ika 4 ng buwan. Ngunit bakit kayá hindi ganitó ang nangyayari? Talaga kayáng sinasamantalá ang pagwawalang kibò ng mga gurò?

Kung itó man sana'y mangyari sa isang munisipiyong mahirap ay mayroon pang matwid dahil sa kakulangan ng fondo. Datapwa't sa isang munisipiyong gaya nitóng Maynilà na nakakabayad ng pu pung libo sa kaniyang mga taga-tupad utos, ay walang kamatúmatwid na umasal ng ganitó.

Sa katapusan, ay tinatawagan namin ang mga Kgg. na Enrique Mendiola at Arcadio Arellano, consehal sa Timog at Hilaga nitóng Maynilà, upáng sa pamamagitan nilá ay malumasan

ang daing na itó ng may 400 guróng Pilipino na isang ring malaking bahagi ng kanilang kinakatawan.

Kamy kayá ay marinig?



Ang Bayan at ang Guro

Ang bayan at ang gurò ay dalawang salitang kailan ma'y nagkakaangkap pagsamahin, pagka't ang una'y siyang bumubuhay sa huli at ang huli siyang naghahandog ng mga mahalagang bagay na ikalalagò naman pg una. Sa makatuwid ay maitutulad silang dalawa sa panginoon at alipin noong panahong una (hindi ngayon) "Ang mga naglilingkod sa bayan ay alilá anyá ng bayan". Ito'y isinasakit nang loob ng iba pagka't aayaw matawag na alilá; nguni't katotohanang hindi maikakait kailan man. Eh anó, kung masabing alilá ng bayan? Kayá pa ikwalá ng puri? Oh! itó kailan ma'y hindi.... manog sabihing tayong labat ay alilá ng bayan, pag di bayan na ngaug dakila aag Filipinas. Paano'y ang mga alilang iyan ang siyang malilikot humanap ng lunas, paano'y ang alilang iyan ang siyang tanging moong ng bayan at kasalungat na lagi na ng mga mapagbalat kayó..

Ngayo'y uungkat akó ng ilang bagay sa nakarang panahon, (hinggil sa paaralan) at ilan nga lamang pagka't masasabi ko sa labát na noo'y wala pa akong ilong ni matá at ibp., at ang katotohana'y sa ngayon ay *musmos* pa ako, lalo na't sa gawang pagsulat sa pahayagan.

Ang bayang itó ay di kaila sa alin mang kasaysayan na marami nang bansa ang nagnana-ang maghari dito at sa katunaya'y may ilan na ngaug nakapaghari. Ang Kastila, na nakapaghari dito na mahiguit sa tatlong daan taon ay siyá kong uunkatin. Ang bayang ay nagtatatag] din ng paaralan sa bayan-

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Se regala una ampliacion a los que tomen una DOZENA de retratos de tarjetas americanas para arriba.—PEINADORA GRATIS.
Izquierdo Np. 379, Trozo,

bayan (?) upang doo'y iturò ang aklat ng dasalan at ibp, at itó, kundi ako namamali, ay hindi ang pamahalaang kestita ang nagtatag, kundi ang makapangyarihang frayle: at di kailan man itinatag ang paaralang nabanggit upang matuto ang mga bata sa gawang karunungan, kundi upang mangagsipagbanal na gaya nila at ululin ang bayan... Pagka't ang bayang nakasasakop sa kapwa bayan na ibig bihasabin ay di kailan man nagtaturo ng *dasalan*, pagka't ang dasalan ay sa *likod* lamang ng sino man at di sa harap ng alin man... ¿At anó ang kinahangangan ng pangyayaring itó?

Ang bayan ay namulat sa pagkaalipin, sa pagkamadasalin, sa pagkapamahlin at iba pang karimarinarian na dumi ng bayan.

Ngayo'y nanatili pa ang ilan sa papaganito, ¿bakit kayá? talagá kayang di na magbabagong buhay ang mga iyán? ¡Oh! kumilos na kayong lahát... ang hindi gumalaw sa panahón ngayón ay mistulang patáy; maibibilang na isá diyan sa mga katawáng nilamón ng sakim na lupa... ¡Kumilos kayó, katulad ng pigkilos ng mga guró sa bayan at ng mga manunulat! Ngayo'y di panahón ng *isa* lamang kundi ng lahát, ng sangbayanan.

Ang ibang mga magulang sa lalawigan ay nananatili pa sa dating ugali ng pagpapaaaral sa kanilang mga anak ¿bakit kaya nagkakayon? ¡oh, mga magulang na nagmana! tumikim kayó ng bagong lutò at napakatamis namnamín. itapón niyó ang sinigáng na iyan sa sili at nakasusuyá na. Ngayo'y di panahón ng kabanalan, kundi ng kabihasaan. Ang pag-ibig sa Diyos, ay nakukuha rin sa pag-ibig sa bayan.

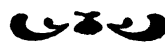
Ang paaralan noong araw ay tunay na walá sa kaayusan na di gaya ngayon. Sasabihin ko nang pabulong na kung mag-aaral sa lahi ni Mandagaran sa loob ng Sampung taón, sa inggles namán ay isang taón ó walá pa. Paano'y sa mabuting kautusan sa pagtuturò sa mga batà at mabuting pagpapasunod. Bukod sa pag-aaral ng na sa sa aklat, kagaya bagá

ng Gramatica, Aritmetica, at ibp. ay meroon pang paglala ng sambalilo, bang na maliliit, panyó, puntas at ibp. na isá pang ikinalulusog ng mga kabataan.

Ang guró na siyang kumakaliugá ng lahat nang ito ay siyang lagi pang abá, kagaya ng mga manunulat dito. Aywán ko lamang baká ang ganito'y sa gurong tagalog lamang.

(Itutuloy)

MAN. AGUINALDO



Ang mga paaralan sa Ngayon

Ating bigyang ng kaunting abala ang ayos at pamamalakad ng mga paaralang bayan ngayon, at di maliwag nating masusundun ang mga bagay na minimithi ng isang magulang, upang ang isang anak ay mawastò, at maging mabuting tao sa hinaharap.

¿Ano pa kayang pagkakataon ang dapat hintayin ng mabuting magulang, kung ibig din lamang ang kanyang bunsò ay maging ma lam, maayos at matulino sa pakikitunggali sa buhay na itó? (struggle for existence.)

—Aywan, nguni't tahasan kung masasabi na ang paaralan ngayon ay sapat na sa dapat kailanganin sa mga batang ibig magaral at matuto.

Pagtiyagaan nating halawin ang ilang bagay na kapuri-puri, na itinuturo at isinasagawa ng ating mga paaralan. Itó nga'y ang ukol sa kabuhayan, sa pamamahay, at kalinisan, upang ang isang lalaki ay matuto sa kaniyang tungkulin at kung babae'y maging maalam ayon sa kaniyang kalagayan. Ang mga ito'y ganiap na itinuturo sa maraming paraan.

Pedro de Jesús é Hijos MARMOLISTA Y TALLISTA

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Sa mga kalandás; ang maibigang bala na. Tumatangap ng libing kahit sa mga lalawigan.

Sa mga karro ay nagsisingkaw ng kabayong Australya ó kabayo sa atin, ayon sa pagkasunduan.

Lahat ng palamuting ibigin ay mayroon.

Mirang sumingil kay sa ibang Funeraria.

ANG MGA HALAGA RITO AY PARANG UPA LAMANG SA
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Sa paaralang-mababa (Primary School) ang mga batang malilit, malikot, magagaslaw at lubhang walang ingat sa kalinisan, ay sinasayang at inihihilig ang mga murang isipan sa mga bagay sa kawili-wili sa kanilang kabataan, gaya bago ng pananahi, sa pagbuburdá, pagdidibuho, at ibat pa. Sa ibang dako sila'y naglalala ng buslò, sombrero, banig naghihigit ng lambat, naggagawa ng mga palyók, naguukit ng mga kahoy, nagkabatam ó sa isang sabi ay gumagawa ng mga kasangkapang-bahay, mga paraan itong taning may kinalaman pa sa kapakanan ng kanilang kabuhayan paglaki. May sadyang oras sa mga gawang ito, kaya't bukod sa mga aklat nilang dinadala ay natututo naman sila ng kalakuti-ing gawa. Apat na taon upang matapus ang kursong ito, at sa loob ng ganitong panahon ay dapat na ring matutuhan ng mga kabataang iyan ang di biro-birong gawaing-kamay, at sa ganito'y kung gayon-gayon lamang pangangailangan ay matatakpan na ng kanilang kaunting natutuhan.

Halimbawa sakaling nagkaroon ng punit ang damit ay agad-agad matatahi, nagkaroon ng ilang sira ang kasangkapan sa bahay, ay agad ding maayos, at sa paraang ito'y malaki ang maitutulong sa kanilang kabuhayan.

Pagkatapos ng kursong ito gy lalong mabuti ang matutuhan, gaya bago ng gagaalwage, ó pagkakarpintero, pagpipintor, pagmemekaniko at ibapa. At dito'y may School of Trade and Arts. Nguni't kung ibig namang magpatulay ó makapitas ng lalong kabantugang karunungan nariyan ang Intermediate School, upang sa pamamag-itan nito ay masapit ang High School at Normal, at saka Universidad.

Dito, ang mga babae ay maraming pinag-aaralan hindi lamang ang dapat nilang matutuhang gaya ng mga lalaki, kung di naman ng ukol sa kanilang kalagayan, na ito'y ang ukol sa pamamahay, [Domestic Science].

"Kalinisan [Higiene] kapakanan ng kanilang katawan [Physiology] at pagluluto ng sari-sari'i. Mga ito ang kinakailangan ng isang babae, upang maging maayos, maalam, mahusay, mabuti at wastong ina sa hinaharap. kaya't mga bagay itong pinagsusumakitan ng mga paaralan sa panahon ngayon.

Dapat ding isingit dito, upang matakpan ang napakahidwang palagay ng ilan, na anila'y di itinuturo sa paaralang ingles ang pakikipwa tao ó gawang kagalingan. Ito'y malaking kasinunagalingan, pagka't di man nga nauutos ó nalalagay sa programa ang gayon

nguni't may isip na nga marahil ang mga guró upang sa munting-kibot na magkasala ang bata ó kaya'y gumawa ng kapaslan ay mapangusapan, mapangaralan ó kaya'y mapagbalaan.

Dito ko tatapusin ang aking salaysay at dito'y malinaw na masisilip ang kahalagahang matatamo ng isang bata sa pag-aaral.

Sa kabouan nito ay masasabi kong ang mga paaralang bayan ngayon ay tunay, ganap at kapuri-puri-

MIGUEL ANTONIO.

Tondo Primary School.

ANG "DESPEDIDA" SA SUPT

Wm. Montavon at asawa.

Kung ang banquete de despedida inihandog sa bantog, at kilalang politiko na si G. T. H. Pardo de Tavera ay dinaluhan ng mga politikong tanyag at magkakasalungat sa damdamin; ang despedidang ito, y dinaluhan din naman halos ng lahat ng guró sa Rizal ta ng mga litao na taong bayan gaya nina; Gg. Lope K. Santos, Ambrosio Flores, Gobernador Tupas, at mga gurong Americano't Pilipino sa Maynilà.

Gaya ng nababadhá sa mga paanyayang ikinalat, ay ginanap ang despedidang ito sa bahay ni Mr. Wm. Montavon, noóng ika 10 ng Julio sa ganap na ika 9.00 ng gabi, sa harap ng di mabilang na panauhin.

Pagkatapos ng isang mainam na tugtugin ng orkestra ay sinimulan ng Toastmaster ang pagpapakilala sa mga magtatalumpati.

Ang unang ipinakilala ay si G. Pedro Manalo, gu-róng Principal sa Paaralang Intermedia sa Morong. Sa kanyang malinao at kaayaayang pananalitá, ay inisa-isang ipinaliwanag ang mga nagawa ni Mr. Montavon sa pagka Superintendente ng mga paaralan sa Rizal. Sa bawa't bahagi ng kanyang pananalumpati, ay pina-uunlakan siyá ng masigabong palakpakan. Ang wika ni Shakespeare ang kanyang ginamit.

Sumunod na nagsalita'y ang Kgg. na matandang Ambrosio Flores sa wika ni Cervantes. Sa ngalan ng lalawigang Rizal, ay ipinagtapat niya sa pinigin ang malaking pagdaramdám ng bayan sa kanyang pagalis. Dahil dito, at bilang pabaon, ay ipinaalaala niya ang pagkilala ng boóng lalawigan sa mga di karaniwang pagsisikap na ipinamalas ng salís sa loob ng panahong

FARMACIA AT LABORATORIO NI P. HIZON

DAANG ROSARIO BLG. 238,
BINUNDOK, MAYNILA, K. P.

Ang Farmaciang ito na kilala na ng madla dahil sa kabutihan ng mga gamot na dito'y ipinagbibili, ay may isá pang katangian at ito'y bagong katátatag na Laboratorio na kinasasangkapan ng mga pamamaraang na-aayon sa kahilingan ng bagong panahón pará sa pagsusuri ng mga bagay-bagay na kagamitan sa mga *operaciones Quirúrgicas*.

At ito rin ang taning Farmacia na gumagawa ng bantóg na *Ampollas Hizon* pará sa Inyección. Madaling pagbibili lalo na sa *despacho* ng mga *receta*. Mabuting pagtanggap sa mga mamimili. Nagbibili rin dito, sa lalong mababang halagá, ng lahat *especifico* mga kagamitan sa *tocador* at mga piling pabangó na gawa ng mga kilalang magpapabangó sa extranjero.

kanyang ipinamahala sa mga Paaralan sa Rizal. [palakpakan]

Ang pangatlo ay isang kantahin ng mga guró sa Pseig sa ilalim ng kapamahalaan ng Bb. Florencia Asunción. Ito'y pinakapuri ng lahat dahil sa kainaman.

Talumpati sa wika ni Cervantes ng isang mapanghalinang guró sa Palanyag. Siya'y ang magandang Bb. Feliza Bernabé. Isang maalingawngaw na palakpakan ang ipinasalubong sa kanyang pagtindig.

Ang kanyang salaysay ay punong puno ng mga nakabubusog na aral. Bumanggit din siya ng ilang mga tagubilin ng ating Apostol na si Gat José Rizal. Sa kanyang pagkaguró ay pinakadamdang niya ang pagkalipat ng Supt. Montavon sa ibang lalawigan sanhi sa, ang kanyang sinimulang gawá ay di pa natatapos, at dahil dito'y kailangan ang mga ilang panahon pa na kanyang pamahalaan ang mga paaralan sa Rizal.

Isang di malagot-lagot na palakpakan ang sa kanya'y ibinayad ng lahat.

Kantahing "solo" na inawit ng magandang Bb. Maria Nery, guró din sa Palanyag, at sinaliwan ng orkestra.

Malamig na tinig na wari'y nanggagaling sa kabuturan ng kanyang puso. Sa pagka giliw ng lahat, ay pinaunlakan siya ng saganang papuri.

Talumpati ng isang gurong Amerikano. Siya'y si Mr. James O'Hara, supervisor sa distrito ng Antipolo.

Pinasinunghalingan niya ang ipinamansag ng mga pahayagan, tungkul sa pagkalipat ng Supt. Montavon. Hindi—anya—totoo, na, ang sanhi nito'y ang di pagkagiliw ng ilang gurong Amerikano sa mga palakad ng Supt. Montavon. Sa kanyang pagka supervisor, ay tahasang masasabi niya, na, kung sakali ma'y isa sa isang daan ang di nasisiyahan sa pamamalakad ni Mr. Montavon.

Miss Florencia Asunción. Iya'y isang pangalang walang hindi nakakakilala sa Rizal. Siya'y kasalukuyan ngayong nanunungkul ng pagka guró sa Musica sa Pasig Central School.

Inawit niya ang isang kantahing italiyano. Ang kaniyang mataas na tinig ay di pangkaraniwan. Dahil dito'y hindi magiging alangang siya'y isapiling ng ating mga Carpena, San Miguel, Molina at ibp. Dahil sa mga katangian niyang ito, ay di sinawaan ang mga nakikinig ng pagpuri sa kanyang kagiliwgiliw na pag-awit.

Gobernador Tupas. Pinatotohanan niya ang pagkamasikap ng Supt. Montavon. Dahil—aniya—sa pagnanais niyang maitaguyod ang mga paaralan sa Rizal, ay madalas tuloy kaming magkaroon ng pagtatalo kapag napag-uusapan ang paghahati ng fondo ng lalawigan. Dahil dito—aniya—ay utang ng lalawigan Rizal kay Supt. Montavon, ang matatag ng pagkakatayo ng ating mga paaralan. [Masigabong palakpakan]

Supt. Montavon. Pamumutawi ng pangalang ito sa bibig ng Toastmaster ay nagkaroon ng ibang anyo ang mga panauhin. Sa kanilang mga mukha'y nalalarawan ang pagkasabik na marinig ang pinigin.

Pagkatapos pasalamatang ang mga paunlak at papuring sa kanya'y inaukol, ay inisa-isang inilahad ang kanyang nagawá sa Rizal sa loob ng walong taon kanyang itinirá sa lalawigan iyan.

Pinakapuri niyang labis ang kangitingan ng mga guró sa Rizal, sa pagka matiyaga sa pagtupad ng tungkulin at sa di pagiwas sa mga sagabal; kayat masasabi ko—anya—ng tahasan, na utang sa kanilang pagka matii-sin ang matatag na pagkatalayo ngayon ng mga paaralan sa Rizal [Masigabong palakpakan.]

Pagkatapos awitin ng mga guró sa Rizal ang isang mainam na "Coro" ay isinunod ang kaugaliang pag-sambá kay Dios-Terpisicore hangang sa mga unang oras ng madaling arao.

At pagkatapos ay ang malungkot na Farewel at ang di matapos tapos na kamayan.

MILING.



Mga salitaan at kuro-kuro ng ilang mga guro

Isang Graduado at isang Temporero.

—Kaibigan, nakita ko na naman ang "Record" mo roon sa oficina kaninang umaga.

—Oh, he ano ba ang nasasabi roon?

—Oh, mabuti. "You are excellent in all," maging sa report ng "supervisor" sa "music", maging sa "Afternoon Normal School", at maging sa ating "supervisor" at principal sa ating pagtuturo sa umaga, ay pawang "excellent" ang nakita ko roon.

Ohú? Baka naman iya'y isang palibak mo lamang sa akin.

—Hindi kaibigan. Kung ibig mo'y itanong mo sa ating supervisor at principal.

—Bakit ba hindi ka umexamen? Sayang. Sana'y ang "salary" mo ngayoy walong pu na 6 marahil ay siyam na pu. Ako'y nagdadamdang sa iyong kalagayan.

—Oo na nga, ngunit sa isang dako ay hindi na kailangan ang examen pa. Sa gawa na dapat makilala ang karapatan ng isa't isa. At tangi pa sa roon wala rin namang kapararakan ang nangyayari sa examen mong sinasabi.

—Bakit naman wala? Ikaw naman ang-----

—Mayroon nga rio, datapwa't sa "salary" lamang doon naroon ang pakinabang. Nasabi ko ito hindi sapagka't pinawawalang kabuluhan ko ang inyong mga

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muy braatos, y siempre baratos en La Puerta del Sol.

titulo. Hinding hindi! Kung di ayon lamang sa mga nakikita ko. Tignan mo. Hindi ba ikaw ay graduado sa "Philippine Normal School?"

—Oo. Eh ano ngayon ang ibig mong sabihin?

—Tayo'y huwag sanang magkakagalit sa ating pag-sasagutan. Ugali na lamang ito at ating napaguusapan. Ako, бага man at isang hamak na Temporero lamang, ay hindi rin naman ako umaayon sa lahat ng mga "Temporary Teachers" at "Permanent Teachers" na... Ngunit ang masasabi ko sa iyo'y ito. Tayong lahat ay nasasakupan ng isang principal at supervisor sa eskuelahan nating pinagtuturuan maging "graduated" at hindi Tayong lahat ay "obliged" na pinapapasok sa paaralan sa hapon. Kung sino man sa atin ang magkulang sa pagpasok ay binabawasan ng sahod. Kung ating malimutan ang mga pinagaaralan natin sa hapon ibababa tayo ng klase. Katulad niyan ikaw ay graduado ako'y hindi bakit magkasama din tayo sa isang klase. Kung tayo'y hindi nakatutupa't sa mga ipinaguutos sa atin ng supervisor tayo'y kagagalitan nito at kapag ikaw'y tumutol ay ire-report ka agad sa Superintendente. Sa makatwid sa wala't wala rin ang kinasasapitan ng inyong mga titulo maliban na lamang na kayo'y masabing graduado at may salario kahit bakasyon. Kaya't kung magkamins'y hindi ko na tuloy lubhang pinagaasikasó ang examen sa "Servicio Civil" upang maging "Insular Teacher" na gaya ninyo.

—Bakit wala? Kung ikaw ba'y graduadong gaya namin, di kay inam at may sahod ka kung bakasyon? Kung ano ano ang hinaharap mo. Wala kang hinaharap kung di ang magtatag ng kapisanan. Magpa-panukala ng isang pulong mangulo sa pagtatalo [debate.] Magbasa ng iba't ibang mga pahayagan, aklat na kinlalambanan ng mga iba't ibang karunungan na hindi pa naman itinuturo sa atin sa paaralan sa hapon. Hindi ang harapin mo'y itong examen. Para ikaw'y maging "Regular Teacher".

—Iya'y tunay, at siya ko ring hangad. Dapwa't ayon sa sinabi mo sa akin na kung ano ano lamang ang aking hinaharap wari bagang pinawawalan mong kahulahan, ikaw'y aking paliliwanagan. Sa panahong ito'y iyon ang dapat gawin ng lahat na mga pilipino lalo't higit tayong mga guró na siyang "Kawal" ng katubusan ng ating Bayan. Hindi ang panay na inglés na lamang ng inglés ang ipimamulat sa ating mga tinuturan.

Kaylangan ang lahat ng bagay ay pagaralan, Kaylangan na tayo'y magakay sa mga kababayan natin mangmang tungkol sa ikasusulong ng ating Bayan, tungkol sa ikabubuti nito. Iyang mga titulo mong sinabi ay mawawalan din ng kapararakan kung hindi rin lamang mapapakinabangan ng ating Bayan at kung hindi rin lamang tutupad sa inyong mga tungkulin. Ang mga bagay na ito'y tungkulin din naman natin sa harap ng ating Bayang tinubuan. Sapagka't tayo ang

salamín ng mga batang nagsisipagagal kung ano ang nakita sa atin ay siyang huhuwaran. Kung tayo'y manunugal at kung ano ano pa..... ay siya rin namang paparisan ng ating mga tinuturuan.

Kung tayo'y di umiibig sa ating Bayan ay gayon din ang gagawin ng ating mga tinuturuan. Marahil ay sasabihin mo sa akin na ang mga sinasalaysay kung ito'y hindi naman ipinatuturo sa atin sa mga eskuelahan. Ito ang katotohanan. Ngunit dapat mong matalastas na ang mga binanggit ko'y tungkulin din dapat ganapin ng mga "Kawal" ng katubusan ng kanyang bayan.

—Oo, nalalaman ko na iyan. At sino ba ang di umiibig sa kanyang Bayan?

—Ang lahat nga'y umiibig sakanyang bayang tinubuan, dapwa't sa salita lamang wala sa gawa.

—At ikaw ba naman ay ano na ang nagawa mo sa atin Bayan?

—Yoo g bang mga ipinipintas mo sa kin kanina, hindi ba naitulog ko na iyon sa igabubuti ng ating Bayan бага man at kakapirisiing nga lamang. Dapwa't huag mong kalimutan iyon salawikain na kapag nakagawa ng maliit ay makagagawa ng malake.

—Oo kaibigan, totoo nga iyang sinabi mo. Ikaw ba'y eexamen sa Hunyo?

—Oo, at ikaw'y magiging isa sa aking mga "vouchers".....

—Oo kaibigan. Siya diyan ka na.

—A diyo.....

ISANG PRINCIPAL AT ISANG GURO

—G. Principal. Ano po ang lakad ng ating eskuelahan sa taong ito? Marami po ba ang nakalabas sa examen ng ating mga bata.

—Marami din po, ngunit katatwa lamang ang pagkakapangyari ng pagkakalabas sa examen ng mga bata rito sa ating eskuelahan.

—At bakit po?.....

—Dahil sa hindi po parapareho Mayroon mga klase na tatlo lamang mga bata ang nakalabas. At mayroon pong lilimá, at mayroon namang klaseng binubuo ng may tatlungpung na nakalabas na lahat sa pagsusulit maliban sa dalawang bata ang hindi.

—Kung gayon po'y marahil ang mga "teachers" ninyo'y hindi nagsisipagtrabajong mabuti? Ó kung dili kaya'y "Here" is a poor teacher in the building.....

—Ngunit mayroon po namang mga guró na kahit iyong kanyang mga tinuruan ay walang karapatang ó kaya upang mailipat sa mataas na klase, ay ginagawan ng paraan upang mailabas sa examen at ng sa gayo'y masabing sila'y magaling

Iyan po ang katotohanang sinabi ninyo. Sapagka't napagsubok kó po. Niyong isang taong nakaraan ang mga bata kong tinuruan ay pawang mga bagong lipa't ngunit ng subukin ko sa kanilang mga pinagdaanan

ay pawang walang nalalaman kaya't ako ang nahirapan mabuti. Eh ano po sa akala ninyo dagdagan kaya tayo ng sahod sa pagbubukasan uli ng eskuelahan:

—Iyan po ang di ko masabi sa inyo.

—Kung gayon ay paslam na ako sa inyo.

—Samahan po kayo ni Bathala.

Dito natapos ang kanilang mga kurokuro at sa-taan.

DR. GARROTE.

Igalang ang Kakayahan ng mga Gurong Pilipino.

Amerikano na rin ang nagpapakilala ng kakayahan ng mga gurong pilipino.

Sa katunayan sa gitna ng malaking kapulungan ng mga superintendente ng ating mga paaralan na idinaos sa Bagyo, niyon Bakasyong nakaraan ay nagsalaysay si Mr. Turner, superintendente ng Pangasinan ayon sa di maikakait na kakayahan ng mga gurong tubo dito sa atin sa tungkuling pagka "Supervisor. Ipinahayag niya ito, bagay sa napagmamalas niyang katalinuhan at kasipagang katutubo ng kanilang mga kaya. At alang-alang sa ganitong katotohanan, ginamit niya ang kanyang kaya sa pakikitunggali, laban sa mga di kaayon sa nasabing banal na adhikâ.

Alam natin na ang tungkuling ito, ay nasasa kamay pa ng mga amerikano magpahanga ngayon.

At dahil ito'y di maikakait, kay't bigyan nating ng maigsing pagkukuro:

Ang mga gurong pilipino, saloob ng may siyam na taon ng pagtitiis, sa loob ng ganitong kaluat na panahon ay di na masasabi nating di pa maalam ng pakaliwa't pakanan, sa pamamalakad ng pagtuturo. At di naman kaila sa madla ang pagsusumikap na ginagana ng mga ito.

Tanngi rito: ang mga gurong pilipino ay may katutubong katalinnhan, maalam at bihasa sa pamamalakad ng iba't ibang pamamaraan,

gayondin sa katutubong hilig sa landasin ng pagsulong ng ating bayan. Ang mga tagadito ag lalong nakatatalos ng mga karunungan angkap na angkap sa ting kabuhayan at kalagayan. Ukol sa industria o gawâing-kamay ang mga taga rito ay lalong sanay at nakatatalastas, palibhasay, gawain ng kanilang sariling bayan, ano pa't masasabi kong ang maraming gurong pilipino ay di huli sa kakayahan, talalinuhan, at kasikapan ng mga Amerikano, at manapa'y lalong malakas ang pagsulong ng ating mga paaralan, sakaling maipagkatiwala na itong tungkuling ito sa kamay ng mga pilipino.

Di ko ibig sabihen na mahinâ ang pagsulong ng ating mga paaralan sa kamay ng mga Amerikano; hindi, hinding hindi, pagkat nalalaman kong ang kapalaran ng ating mga paaralan ay nasa kanila; kungdi ibig kong ipakilala rito ang malaking pagsulong, sakaling ipagkatiwala nila ang matataas na tungkulin sa pilipino, pagkat sa ganito sa madaling panahon ay matutuhan agad ang maraming pamamaraan at pamamalakad.

At yamang ang kakayahan ng mga gurong pilipino ay dapat ng ipamalas sa mga panahon ito kaya't dapat namang ipakilala ng mga Amerikano, na ang kanilang mithi sa sa mga pilipino, ay turuan upang kung dummating ang panahong dapat ng ikakaya, gaya ng sa kasalukuyan, ay ibigay at ipagkatiwala.

A. LEUGIM.

ALBERTO F. BARRETTO

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PINAG-USAPANG NATUPAD

[Karugtong]

Sa pagkat nagig sakit na yata ng delawağ iyon ag magtukeuhan, pagkatapos na si Tapat ay maghila-mos, at sa dahilag narandaman niya na si Mabini ay nagkukulutkut sa itaas, ay biglâbiglâ naman ng pagpapanaog na dinugtungan pa ng kung ano anog mga salitağ sukat sanağ ikamubi ng kasama, dapat kapwa yata laan sa pakikipagsamağ di makikitaan ng pagkaputin taiga o pagka marakolyo, ay niwalâ rig anoman ag lahat ng iyon; kayağat ag kasero nila ay nakatawa na lamağ lagi sa kanila. Hindi pa noon, kundi noog mag agahan na, na ani Mabini,—Itoğ batâ ko ay napakabagal maghandâ ng agahan ng kanyağ paginooon---na tinugon naman ni Tapat ng---kayhirap ga naman ng paginooğ mapagbigay sa alipin, kundi ba'y di isang tawuag ko lamağ sa batağ ito kasero, ay nanaog na kaagad?-----

---Siya kane, siya ka na ag di pa natatapos ng isa ay ipinutol ng nauna at tuloy nauhiik na pagbihis.

—Sadyağ may sala!

—Takot sa paginooon!—ag inihabol ng kasama.

—Magmadali ka, at baka ka maiwan! ag itinugon naman.

X.

Ah, kaunti na sana! kuğ negtamitamilmil pa sila sa kanilağ pag kain at nağawili sa mga pagtutudyuhan, marahil ay malakiğ kalabasağ pula ag matamo nila sa mga dalagağ kasalitaan. Mabuti na lamağ at kasalukuyağ nağag bibihis na sila noog nağagsidatiğ na nga sa dalawağ kalesa.

Ag minsag nabağgit ni Epağ na "ready" ay di na naulit at nağagpatuloy na sa ninasag pagparaanan sa Sabado.

McKABAYAN.

Itutuloy.



"KABILANIN"

Kay P. S. C.

Huag kang mangamba't sandaling tunglayan mapanglaw na daing ng kasi mong hirang na inulila na'y ayaw pang pakingan gayong makataira't siyang katunayan
 1 bakid bega kaya

pag-ibig pagsuyo, ako ba'y nagkulang
 ng sucat idulot sa iyong karikitan
 kaya ngayon ako'y kinasusuc laman
 mo't binawing tunay, iyong pagmamahal?
 2 ako ay nadaya?

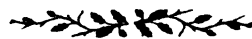
Hindi: hindi't sino? 1oh! ang pagibig mo?
 na tipan sa aking sa paglilingkod ko,
 maghiganti'y dili at lipas saklolo
 gapos ng pagtingin aking pagkatao,
 kaya umasa kang
 dungisan ang puri di mababalino
 at bagkus hahanap ng pagpapatotoo
 na'ikaw'y inibig ganap ang saiyo
 hangang langit ikaw, alipin mo'y ako
 akoy ipagadya.

Nguni't dapat mo ring na maala-ala
 kung bakid yumaon ang aking pagsinta
 ako'y dating busog, akoy nagtamasa
 wagas mong pagibig ako'y umasa
 3ano't ngayon guiliw
 binayaan akong tikis maulila,
 akong pinalaki ng iyong alala
 ngayo'y naparool sa gunita ng dusa
 nag wawalang malay at waring natawa
 sa akin hilahil?

Magisip ka muna: alam kong dahilan
 kaya natawa ka'y mayroong bagang mahal
 inibig na nama't hindi masiyahan
 sa aking pag-ibig sapagka't makamkam
 4oh! icaw ay taksil!-----
 nguni't dapat mo rin na magunamgunam:
 5ang gaya mong lilo ay may huling araw
 na kasakit sakit at kahambalhambal,
 maala-ala mong iyong kahirapang
 ganti ng pagibig."

HIWAGA.

Santa Maria, Bulakan.



NALALAPIT NA PAGSUSULIT

SA MGA PAARALAN.

Sa isang circular ng Bureau de Educacion na ikinalat sa mga paraalan, ay napagtalastas namin, t na ang pagsusulit ukol sa primer semestre ay idadaos sa ika 21, 22 at ika 23 ng buwan ng Octubre; at ang sa segundo semestre, ay sa ika 23, 24 at ika 25 ng buwan ng Marzo ng taong papasok.

Dahil dito ay ipinagtatagubilin namin sa lahat ng guró ang paghahanda sa kanikanilang tinuturuan.

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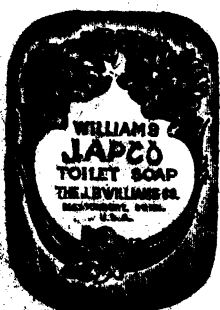
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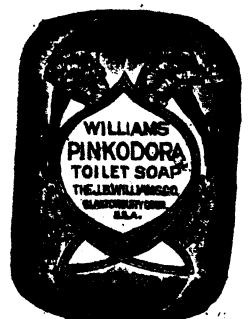
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